

Scope and Sequence: Kindergarten

Unit 1-Making Friends 8/25-10/09, 33 Days Unit Focus Students will begin this year exploring the world of books. They will read stories written around the themes of friendship. In reading, students will begin to understand print concepts, parts of a book, and comprehension strategies, with a particular focus on asking questions and making connections between the text and illustrations. They will read and compare stories written around the themes of friendship and school.	Anchor Text <i>Chester's Way</i> , Kevin Henkes (570L, ARC)	Text Set <u>Literary Texts</u> <i>Stellaluna</i> , Janell Canyon (550L, ARC) <i>Weekend with Wendell</i> , Kevin Henkes (510L, ARC)	Focus¹²³ Common Core State Standards
	Text Complexity Rationale <u>Quantitative:</u> The Lexile measure of this book is 570L. It is within the 2-3 bands. <u>Qualitative:</u> The language of this text is of high complexity, and the meaning, knowledge demands and structure are of middle high complexity.	<u>Informational Texts</u> <i>How to Lose All Your Friends</i> , Nancy Carlson (480L, in the Schoolwide Writing Unit for Nonfiction How To K)	Reading RL.K.1, RL.K.2, RL.K.7 RI.K.1, RI.K.2, RI.K.4, RI.K.5, RI.K.7
	Line of Inquiry: What are the qualities of a good friend?	<u>Nontraditional Texts</u> “My First Best Friend” Jack Prelutsky (Poem)	Foundational Skills RF.K.1 (a), (b), (c), RF.K.2 (a), RF.K.4
		Unit Vocabulary author, connection, describe, illustration, letter, relationship, sentence, text, word	Writing W.K.1, W.K.2, W.K.8
Summative Assessment Using what they have read, heard, and seen in the texts about friendship this unit, students will tell all about being a good friend.			

¹ Standards listed here will be the focus in this unit; however, other standards that naturally lend themselves to the selected texts will also be included in the learning plan(s) or module(s).

² Bolded standards indicate that this is the first time the standard(s) has been introduced

³ RL.1, RL.10, RI.1, and RI.10 apply to every Unit.

Unit 2-Working Together 10/14-12/12, 38.5 Days Unit Focus Students will learn about school and community careers and how they work together. In reading, students will learn how parts of a text, like illustrations and words, are connected to each other. Students will identify common types of texts. Students will ask and answer questions about unknown words and practice other reading comprehension strategies. In evidence based response writing, students will write an informational piece. Students will use details and illustrations to help their readers understand their writing.	Anchor Text <i>Fireman Small</i> , Wong Herbert Yee (400L, ARC)	Text Set (2-3 band: 420-820L) <u>Literary Texts</u> <i>Fireman Small</i> , Wong Herbert Yee (400L, ARC) <i>Trashy Town</i> , Andrea Zimmerman (230L, BookFlix) ⁴ <i>Tomás and the Library Lady</i> , Pat Mora (440L, ARC) <i>Officer Buckle and Gloria</i> , Peggy Rathmann (510L, BookFlix) <u>Informational Texts</u> <i>Garbage Collectors</i> , Tami Deedrick (ARC) <i>Librarians</i> , Charnan Simon (~451-500, ARC) <i>Police Officers on the Go!</i> , Alyse Sweeney (660L, BookFlix) <u>Nontraditional Texts</u> <i>Service Workers and the Services They Provide</i> (Video)	Focus ⁵⁶ Common Core State Standards Reading RL.K.1, RL.K.2, RL.K.4 , RL.K.5 , RL.K.7 RI.K.1, RI.K.2, RI.K.3 , RI.K.4, RI.K.7 Foundational Skills RF.K.2 (c), RF.K.3 (a), (c) , RF.K.4 Writing W.K.2
	Text Complexity Rationale The text explores the single, complex theme of the firefighter’s diligent work within his community and the experiences are common, but may require some background knowledge of firefighters. There is a rhyme scheme and repetition in this text. There are italicized words and interesting text features. There are many words that are domain specific and some figurative language with onomatopoeias. This text also demonstrates how a community helper is important to the people of the community which ties to the line of inquiry.	Unit Vocabulary Career, community, detail, fact, illustration main topic, procedure, question, role, storybook	Speaking and Listening SL.K.1, SL.K.2, SL.K.3 , SL.K.6
	Line of Inquiry How do people play different roles in a community to help one another?		Language L.K.1 (b), L.K.2 (a), (b), L.K.5
	Summative Assessment After reading about community workers and careers, students will describe the connection between the role and responsibilities of one worker and how he/she impacts the community, using evidence from texts’ words and illustrations.		

⁴ [BookFlix](#) is a resource through the DC Public Library. You will need a DC Public Library card to sign in or you could create a free trial account.

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⁶ RL.1, RL.10, RI.1, and RI.10 apply to every Unit.

Unit 3: Who Tells a Good Story? 12/15-2/12, 32.5 Days Unit Focus Students will participate in a class author study in which they examine an author's books for story elements and patterns. In reading, students will identify and describe basic story elements, practice visualizing a story's setting and characters based on details in the text, retell stories, and continue to make text-to-text connections to draw out patterns in an author's writing style. In evidence based response writing, students will write a narrative piece. Several story elements should be included, such as setting, problem, and solution.	Anchor Text <i>Stega Nona</i> , Tomie dePaola (800L, BookFlix)	Text Set Literary Texts <i>The Snowy Day</i> , Ezra Jack Keats (500L, BookFlix) <i>Nuts to You!</i> , Lois Ehlert (430L, ARC) <i>Feathers for Lunch</i> , Lois Ehlert (720L, ARC) <i>Sophie</i> , Mem Fox (340L, ARC) Informational Texts Interview with Tomie dePaola (Reading Rockets) Nontraditional Texts "You're the Person in the Book," Lois Ehlert (Interview) "Sick," Shel Silverstein (poets.org) "About Shel", ShelSilverstein.com "Meet Ezra Jack Keats: A True New Yorker" (WatchKnowLearn)	Focus Common Core State Standards⁷⁸
	Text Complexity Rationale The text has a straight forward structure which allows readers to focus on the rich story elements. Students may need support with the some ironic language and knowledge demands.		Reading RL.K.1, RL.K.2, RL.K.3 , RL.K.5, RL.K.7 RI.K.1, RI.K.2, RI.K.4
			Foundational Skills RF.K.4
			Writing W.K.3, W.K.8
			Speaking and Listening SL.K.1, SL.K.2, SL.K.6
	Line of Inquiry How do authors use story elements to create an enjoyable story?	Unit Vocabulary beginning, character, details, end, events, middle, order, problem, setting, solution	Language L.K.1 (c), (d), L.K.2 (c), L.K.4
Summative Assessment Students choose one story read during this unit and answer questions about the major events of the story, citing evidence from text and/or illustrations. Students will then narrate their own event or story using pictures, dictation, and writing.			

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⁸ RL.1, RL.10, RI.1, and RI.10 apply to every Unit.

Unit 4: Wonders of Nature 2/17-4/10, 36.5 Days Unit Focus Students will explore the passage of time as it relates to animals and nature. In reading, students will compare and contrast the changes that occur during the life cycle of butterflies, amphibians and, plants by making text-to-text connections. Students will cite key details from texts. In evidence based response writing, students will write an informational piece. Students should use digital tools to publish their pieces.	Anchor Text <i>The Year at Maple Hill Farm</i> by Alice and Martin Provensen (560L, WatchKnowLearn.org)	Text Set Read-Aloud Literary Texts <i>Frederick</i> , Leo Lionni (500L, ARC) <i>Farfallina and Marcel</i> , Holly Keller (380L, ARC) <i>The Caterpillar and the Polliwog</i> , Jack Kent (490 L, Bookflix) Read-Aloud Informational Texts <i>The Seasons of Arnold’s Apple Tree</i> , Gail Gibbons (580L, ARC) <i>Migrating Geese</i> (Reading A-Z) Non-traditional text: <i>Something Told the Wild Geese</i> , Rachel Field (Source)	Focus Common Core State Standards ⁹¹⁰
	Text Complexity Rationale The Lexile measure of this book is 560L which is within the 2-3 band. Qualitatively, the language, knowledge demands, and structure of this text are highly complex and are worthy of multiple reads.		Reading RL.K.1, RL.K.2, RL.K.6 , RL.K.9 RI.K.1, RI.K.2, RI.K.4, RI.K.6 , RI.K.8 , RI.K.9
	Line of Inquiry How do things in nature change over time?	Unit Vocabulary adapt, author, change, compare, contrast, different, fall, illustrator, key detail, main idea, nature, prepare, seasons, similar, spring, summer, winter,	Foundational Skills RF.K.1 (d) , RF.K.2 (b),(d) , RF.K.3 (d) , RF.K.4
			Writing W.K.1, W.K.5 , W.K.6
			Speaking and Listening SL.K.1, SL.K.2, SL.K.4 , SL.K.5 , SL.K.6
			Language L.K.1 (a),(e) , L.K.2 (d)
Summative Assessment Using what has been read, heard, and seen in the unit texts, students will create a diorama to show what they know about how things in nature change or prepare for change over time.			

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¹⁰ RL.1, RL.10, RI.1, and RI.10 apply to every Unit.

Unit 5: Around the World 4/20-6/17, 40.5 Days Unit Focus Students will learn about the daily lives of people from the continents of Africa and Asia. In reading, students will identify key details about life in these countries, make connections between information found in texts, and ask questions about the people and life in these continents and seek to find answers through their reading.	Anchor Text <i>How My Family Lives in America</i> , Susan Kuklin (840L, ARC)	Text Set <u>Informational Texts</u> <i>What Are Houses Like in Africa?</i> , Gina Cline and Robbie Byerly (Lexile N/A, ARC) <i>School in Africa</i> , Lucia Menzinger and Trace Taylor (Lexile N/A, ARC) <u>Literary Texts</u> <i>Dear Juno</i> , Soyung Pak (390L, ARC) <i>This is the Way We Go to School: A Book About Children Around the World</i> , Edith Baer (360L, ARC) <i>How My Parents Learned to Eat</i> , Ina R. Friedman (450L, ARC) <u>Nontraditional Texts</u> Day in the Life: Japan and Day in the Life: Kenya , Time For Kids on-line.	Focus Common Core State Standards¹¹¹²
	Text Complexity Rationale This text is within the 2-3 Lexile grade band. The text gives a view of the lives of three families, each from different cultures, and how they maintain old and create new traditions. The meaning is complex and the graphics are rich.		Reading RL.K.1, RL.K.2, RL.K.4, RL.K.5, RL.K.7 RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.8
			Foundational Skills RF.K.2 (e), RF.K.3 (b), RF.K.4
	Line of Inquiry How are people around the world the same and different?	Unit Vocabulary Country, Continent, Culture, Customs, Different, Experience, Heritage, Similar, World	Writing W.K.2, W.5, W.K.10 Speaking and Listening SL.K.1, SL.K.2, SL.K.4, SL.K.5, SL.K.6 Language L.K.6
Summative Assessment Students will create an “About Me” book comparing their culture (food, clothing, schools, houses, and daily activities) to the other cultures and/or countries they have learned about in this unit. Students will use key details from the texts in this unit and use illustrations and text to write their book.			

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¹² RL.1, RL.10, RI.1, and RI.10 apply to every Unit.